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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2010-2011**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade: Kinder** | | **Unit: WHO WE ARE (Maths –Stations)** | | | | | **Driving Supporting X Discipline-Specific** | | | | |
| **Modality**  **X Visual**  **x Kinaesthetic**  **X Auditive** | **Style**  Mastery  **X Understanding**  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  **X Kinaesthetic**  **XLogical-Mathematical** | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  **X Selected response**  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  **X Checklist**  **X Anecdotal Records**  Continuum  Other | |
| **Achievement Indicators:**    **NUMBER:** Counts up to 20, with one- to- one correspondence.  Identify numbers up to 20  Estimates, compares and measures length (short ,Long) | | | | | | **Skills: Thinking** (comprehension, analysis, application) | | | | | |
| **Materials:**  ACCORDING TO EACH STATION | | | | | | **Grouping**  Individual  Pairs  **X Small group**  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  **X Stations** |
| **Date:** week 14 (**Nov 22-26**) | | | **Time:**  25 min in each station, 2 periods. | | |
| **Description** | | | | | | | | | | | |
| **Opening:** Divide the class according to flexible grouping and explain what to do in each station. | | | | | | | | | | | |
| **Main Activity:**  **1.Station: NUMBER (Recognition/ Scaffolding).** Materials: notebook, pencil case, number cards.  In the children’s notebooks the teacher will have prepared beforehand 4 squares with numbers randomly from 11 to 20 and the children have to draw equal amount of figures.  The teacher has to be careful with the different levels for each child.  Mean while the teacher will ask to the each child to identify the numbers up to 20.  **2. Station: Measurement ( Length):** Materials: objects of the classroom, pencil cases and clicks, multilink (to measure)  The teacher will have pasted beforehand a line with tape on one table and ask to the children how many clicks or multilink does that line measure? And the children will write the quantity (Estimation), after that they have to measure the line and register in the notebook the real quantity, then they have to find 3 longer and 3 shorter objects than the line and make the register in their notebooks (be careful the children have to use the same nonstandard units to measure the objects that they find with the line on the table).  The teacher on this station will ask to the children the concepts. (Short and Long).  **3. Station: Catch up:** these children have to catch up with this work they haven´t finished.  **RUBRICS:** | | | | | | | | | | | |
| **Tier 1: FOR NUMBER: E: for children to identify numbers up to 20 and more than 20-**  **FOR MEASUREMENT: E: Find the 6 objects, make the work accurately. Using the time given. Estimation very close**  **They recognise the concepts** | | | | | | | | | | | |
| **Tier 2 :FOR NUMBER: B: Children to identify numbers up to 20, but confuses 2 numbers**  **C: Children to identify numbers up to 20, but miss 5 numbers**  **FOR MEASUREMENT: B: Those who Find 4 objects 2 longer and 2 shorter and the estimation will be near (Recognise the**  **Concept.**  **C: Those children find 1 shorter and 1 longer object and the estimation is not to close. (recognise**  **the concept with questions).** | | | | | | | | | | | |
| **Tier 3: FOR *NUMBER: D: Children that show difficulties with recognise numbers. And miss 6 or more.***  ***FOR MEASUREMENT: D: These children have problems to identify the length and the time is not enough for them to***  ***Finish the work and the estimation is very far from the real quantity. (They need extra***  ***Explanations to identify shorter and longer).*** | | | | | | | | | | | |